DOCUMENT RESUME

ED 065 051 HE 003 181

TITLE	Minority Access to and Participation in Post-Secondary Education.
INSTITUTION	New York State Education Dept., Albany.
REPORT NO	R-15
PUB DATE	May 72
NOTE	15p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Civil Rights; College Integration; Educational Opportunities; Faculty Integration; *Higher Education; *Integration Plans; *Minority Groups; *Racial Integration; School Integration

ABSTRACT

In order to ascertain that integration of minority group persons has been and is being taken care of by its institutions, the Regents of the University of the State of New York prepared the present statement of policy and proposed action. Further, the Regents request in this document that each institution of postsecondary education in the State prepare a comprehensive institutional plan for its campus. This plan should include: (1) plans for the integration of any currently segregated facilities to be effective by the fall semester, 1973; (2) plans for the recruitment of minority group facility; (3) plans for the enrollment of minority group students; (4) plans for the sensitization of faculty, professional and nonprofessional staff, and students to the diverse life-styles of the increasing numbers of minority group students being admitted; and (5) data on faculty and students, including the number of minority group faculty and staff and their rank or position, and the number of minority group students and whether they are admitted through a special program or via the regular admissions process. (HS)

ED 065051

REVISED DRAFT

A Position Paper....
... No. 15 of a Series

MINORITY ACCESS TO AND PARTICIPATION IN POST-SECONDARY EDUCATION

A Statement of Policy
and Proposed Action
by the

REGENTS OF THE
UNIVERSITY OF THE
STATE OF NEW YORK

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
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HE 003181

THE STATE EDUCATION DEPARTMENT

ALBANY

MAY, 1972

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

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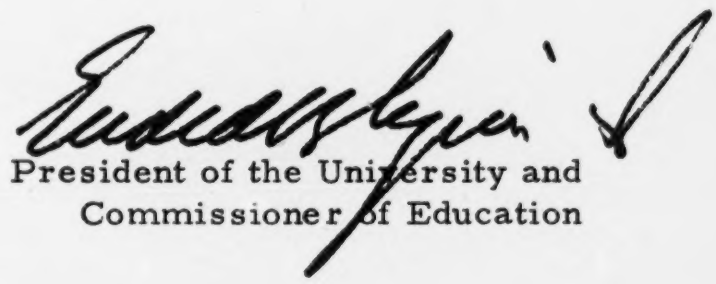
FOREWORD

New York State is committed to the elimination of barriers which prevent the individual from achieving academic or vocational goals. The Regents have made their position known in a number of statements as well as in legislative proposals which have emphasized equality of educational opportunity.

In this statement, the Regents call on all institutions of post-secondary education to state their goals for integration and to develop programs of affirmative action which will realize these goals.



President of the University and
Commissioner of Education

May, 1972

I. INTRODUCTION

Our schools and colleges are places where students of all backgrounds must have the opportunity to encounter a diversity of persons during their formative years in order that they will be fellow citizens as adults. We cannot be satisfied to wait for other social, business, and political forces to remedy social ills, but must take the initiative in overcoming the lack of awareness which is the root of those ills. The challenge is to find ways of achieving integration in our educational institutions that will promote mutual understanding and respect for human dignity and worth without regard to racial or ethnic background.

Our society must provide "equality of educational opportunity" which means that access to educational resources shall be rendered as nearly equal as possible to all, regardless of race, religion, or national origin, regardless too of low economic status and poor educational preparation not within the control of the individual, always with consideration that the individual has the desire and the ability to pursue the education to which he aspires.

We assume that persons of the various ethnic and racial groups in our society aspire to and are capable of obtaining all the various levels of educational achievement in approximately the same proportions. Such is not the case because social conditions have made the attainment of these various levels more difficult for some sectors of the population. Where this has occurred, compensatory education should provide the additional skills necessary so that the provision of equal opportunity can ultimately

be evaluated by educational standards which demonstrate equal achievement among the groups. This goal offers a great challenge to the post-secondary institutions of New York today.

II. STATUS REPORT

The nation as a whole shows some progress toward equalization of educational attainment, but not nearly enough. For instance, while in 1960 only 36% of black males had completed four years of high school or some college, the figure had risen to 60% in 1969 (lower than the rate for whites, but an improvement). In 1969, only seven percent of all blacks 25 to 34 years old had completed college, compared to 16% of all whites in that age group. [1]

In 1970, of approximately seven million undergraduates in American colleges and universities, [2] fewer than 350,000 were black. For this one group only five per cent were on the campuses while blacks of this age group were approximately eleven per cent of the total population. [3]

In New York State in 1970, blacks in the 18-24 age group were 14.6% of the total population. [4] Yet across our state blacks were only 9.3% of the 12th grade population, and 5.9% of students enrolled in college. Similar disparities hold true for Puerto Rican and especially American Indian groups of our populace.

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1 U.S. Bureau of Labor Statistics
2 U.S. Office of Education, National Center for Educational Statistics
3 U.S. Department of Commerce
4 1970 Census Advance Report February, 1971

While the public and private campuses in New York City accounted for 36% of the total full-time enrollment in the State in post-secondary education in 1970, they enrolled 66.9% of the black full-time students. Overall, minority enrollments differ substantially not only by region but also by type and control of institution (See Table I). Furthermore, of the black students enrolled statewide that year, fully 62% were in "opportunity programs," and this percentage appears to be growing. The effects of having such a large percentage of minority students in programs for the disadvantaged are to reinforce stereotyped thinking on the part of the "majority" campus groups; equal opportunity must come to mean integration of all the facets of programs in higher education, including and especially regular academic programs.

The figures above indicate the total numbers and percentages of minority groups enrolled in post-secondary education in the state and in the various locations and types of institutions. Of equal concern is evidence of the integration of minority and majority group persons on campus. The Regents are concerned deeply about practices and pressures on campus that encourage or permit the segregation of minority or majority groups by type of academic program, activities or residential unit. Comment on the legal aspects of such practices follows.

III. LEGAL ASPECTS OF INTEGRATION

The history of the freedom movement for minority groups may be documented by an examination of the legal decisions which have followed a multitude of appeals to the courts to redress the wrongs committed over two centuries. Most important was the Supreme Court decision in 1954,

in the case of Brown vs. Board of Education, which climaxed a long struggle on the part of educational, legal, religious, and social agencies, to strike down the barriers of racial segregation and separation. Segregation and separation contribute to the creation of an atmosphere of fear and suspicion, hatred and confrontation, which are not the desirable ends of the educational process. Subsequent decisions by the courts have extended the Brown decision to apply to educational institutions at all levels, including those of higher learning.

As was noted in Title VI of the Civil Rights Act of 1964:

> No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The Office of Civil Rights has interpreted the Act to include:

(1) Separate Housing for Students Based on Race - all housing which is owned, operated or supported by the institution or a public agency must be available to all students without regard to race, color, or national origin and assignment to such.

(2) Separate Social Activity Space - where the institution donates or otherwise makes available institution-owned facilities or land for student use or activities or where it provides funds or other financial assistance, it must be assured that the activities are to be operated without discrimination based on race, color, or national origin.

(3) Separate Colleges, Schools or Institutes - every service and benefit offered by the institution to students must be open and available to all students without regard to race, color, or national origin.

These provisions have been enforced by the Office of Civil Rights of the Department of Health, Education, and Welfare, which has at various times since the passage of the bill, conducted investigations of various schools and colleges which were possibly in violation of the law, including institutions of higher learning which had established, or had condoned the establishment of, living facilities which were questionable in terms of racial and ethnic composition. In some cases, the institutions were threatened with the loss of all Federal funds unless the facilities in question were integrated or closed.

Questions have been raised in New York State concerning the legality of segregated facilities at various institutions. At one college, a facility housing black students was ordered to be disbanded on the grounds that the failure of while students to apply for such housing led to an inference that they did not feel free to request this housing. Hence, it was the university's obligation to demonstrate that race was not a factor in the exclusion of students from this housing.

In another case, a black studies corridor was deemed to be in compliance with Title VI because of the presence of a substantial number of white students. However, the college was warned that if, in the future, the corridor housed only black or Puerto Rican students, this would indicate that this housing was not, in fact, available to students of other races and, consequently, was in violation of the law.

IV. REGENTS POSITION

The Regents believe that colleges and universities should encourage applications for admission from minority groups, and take affirmative action to admit such students, and should take affirmative action to appoint faculty members and professional staff from members of minority groups.

The Regents believe, further, that policies or practices which encourage or permit the segregation and/or separation of students within an institution on the basis of race, ethnic background, religion, economic status and national origin, are incompatible with the goals, objectives, and best practices of post-secondary education.

A prime task of New York's educational institutions is to move rapidly toward a well-rounded and relevant social and academic environment on school and college campuses.

Though the Regents understand the need of minority group students to have a security of community among themselves, it is abundantly clear that setting apart black, brown, or other minority students is to the detriment of both minority and majority students because it violates the open pursuit of knowledge, truth, and experience which is the foundation of the educational process.

The Regents are opposed to any practices which would perpetuate a caste system in which groups are placed in certain stereotyped positions with little regard for the needs and desires of the individual. Racist patterns of segregation can lead only to blocked communications, with a resultant social climate that is closed and tense, if not hostile. Moreover, the de facto segregation of a minority group, even if demanded by that group, often

results in peer pressure on individuals which may lead to intra-group hostility.

Administrators and governing boards must not be remiss in their responsibilities by acquiescing to the demands of individuals or groups for segregated/separated facilities on the basis of race, color, national origin, or ethnic background. Leaders in New York institutions must not only decry segregation, but must move rapidly toward integration because of legal precedents, but more importantly because such action is educationally sound.

V. INSTITUTIONAL PLANS

Many institutions of higher learning in New York State have taken positive steps to affirm their commitment to equality of educational opportunity. These include the review of curricula and the implementation of courses which more accurately reflect the minority experience; the addition of minority group elements to existing courses, especially in the humanities and social sciences; the recruitment of minority group faculty and staff; and the enrollment of students from minority groups. Colleges and universities have also placed their resources behind the creation of special programs for the economically and educationally "disadvantaged" which, although open to all students, have resulted in the enrolling of large numbers of minority group students. Unfortunately, the administrators in some institutions have assumed that their total minority population should be in special programs; in other cases, only minority group students have been enrolled, thus creating de facto segregation in itself. Those who utilize either approach invite censure.

A number of institutions of higher learning have surveyed their own policies and have adopted programs which, in many instances have or will lead toward modified climates on campus. For example, many colleges and universities in the public and private sectors have taken positive steps to increase the number of minority faculty and to make additional places available to minority group students. At least one institution has developed an affirmative action program which will formalize a policy which has been stated and adhered to, although not formally documented.

The Regents support the positive steps which have been taken to make colleges and universities integrated. At the same time, we are concerned that for many institutions integration has been limited to the enrollment of students who are economically and educationally disadvantaged, i.e., most of the minority group students enrolled have been in special programs which, at times, are on the periphery rather than in the mainstream of the institutional thrust. Indeed, at some institutions it is assumed that any black, Indian, or Puerto Rican is "disadvantaged" because so few are enrolled through the standard admissions process, and because their opportunity programs contain such a limited number of white students.

Colleges and universities must increasingly assume the task of widening the pool from which minority-group members can be drawn. For example, reassessing the process of the examination of the criteria and procedures used in faculty recruitment and hiring, to ensure that those who can teach well are not screened out by a credentialism devised originally for purposes not always applicable to the finding of good <u>instructional</u> faculty.

Institutions which seek minority group faculty are faced by many problems. Foremost, there is a limited number of professionals holding advanced credentials for the colleges. Indeed, there are approximately 1,200 blacks who hold the doctorate or terminal degree as compared to the approximately 2,500 institutions of higher learning in the United States which may seek minority group staff. This, in itself, is a commentary on the lack of opportunities which have heretofore been available to this population. Even so, there is an everwidening pool of capable and competent faculty members from minority groups and institutions who may be encouraged to greater efforts in recruiting such persons.

Although accurate data are currently unavailable, available statistics indicate that the pool of qualified Puerto Rican, Mexican-American, and other Spanish- speaking faculty is even smaller.

It should be recognized that positions in an urban environment are more attractive to certain minority group members than are those in rural areas. For this reason, it has often been difficult for upstate New York colleges to recruit and to hold faculty who were otherwise most attractive.

The attainment of the objectives expressed in this paper will occur only with concerted and steadfast action by the entire post-secondary education community. The key step is in the adoption of an affirmative action plan.

VI. REQUESTS FOR PLANS

The Regents request that each institution of post-secondary learning in New York State prepare a comprehensive institutional plan for its campus.

This plan should include:

1. Plans, to be submitted to the Regents by 1 October, 1972, for the integration of any currently segregated facilities to be effective by the fall semester, 1973;

2. Plans for the recruitment of minority group faculty;

3. Plans for the enrollment of minority group students, over and above opportunity program students;

4. Plans for the sensitization of faculty, professional and non-professional staff, and students to the diverse life-styles of the increasing numbers of minority group students being admitted;

5. Data on faculty and students:

   a. Number of minority group faculty and staff and their rank or position;

   b. The number of minority group students and whether they are admitted through a special program or via the regular admissions process.

The Regents fully expect to see measurable, steady progress toward the goals of integration and equal opportunity of access to all New York post-secondary institutions. These goals should be achieved within the decade of the 1970's.

TABLE 1

PERCENT AMERICAN INDIAN, BLACK, ORIENTAL AND SPANISH SUR-NAME STUDENTS
of
FULL-TIME UNDERGRADUATE DEGREE CREDIT ENROLLMENT
(Fall, 1970)
By Region

	Four-Year Institution		Two-Year Institution	
Region	Public	Private	Public	Private
Western	7.2%	2.5%	2.8%	3.0%
Genesee Valley	2.8	4.3	3.6	n/a*
Central	4.4	4.7	2.0	2.4
Northern	1.0	.5	1.6	3.0
Northeast	2.9	3.5	4.1	3.4
Mid-Hudson	8.3	6.6	6.0	4.3
Long Island	3.0	5.7	8.3	n/a*
New York City	17.6	10.5	30.7	22.2

* n/a - Not applicable.

Source: Office of Higher Education Planning
State Education Department
May, 1972